



Nah Tah Wahsh Public School Academy

Hannahville Indian School
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April 12th, 2019

RE: Nah Tah Wahsh PSA Annual Education Report (AER)

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Nah Tah Wahsh PSA. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Rodney Lovell, Superintendent, for assistance at 906-723-2716.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2Its24K> or you may review a copy in the school's main office.

During the 2017-18 school year, we continued our commitment to becoming a "Blueprint for Rapid Academic Acceleration School" which is distinctly different than the school reform efforts of the past. Instead of focusing on improving student learning and classroom performance, one classroom or one teacher at a time, the "Blueprint" model focuses on "system thinking" and taking into consideration all components that impact the education of our students, both at school and away. Imperatively we chose to first focus upon establishing a strong foundation of comprehensive social and emotional support for all students.

Over the past two school years we spent a great deal of time and energy on improving our Social and Emotional supports for our students as we worked towards becoming a Trauma Informed School. As part of the Blueprint, we developed our Intense Student Support Network (ISSN), reaching out to community services such as Behavioral Health and Victims Advocacy and bringing them to the table for input and services. Our ISSN team meets every 60 days to report on prior action plans and to develop new action plans to support the youth of the community. Since then, we have hired a Behavioral Intervention Specialist and two assistants. We have also hired a licensed psychologist, referred to as our Children's Life Coach, to provide counseling services within our school on a daily basis. Now that these much needed student supports are in place we have moved onto improving our curriculum, with a focus on early literacy and math at all levels. We have a math intervention specialist from our local ISD providing inclassroom services and teacher professional development on a weekly basis.

The 2017 Michigan Context and Performance Report named the Nah Tah Wahsh PSA as one of the **100 most improved schools** in Michigan. Recently, we were identified as A Targeted

Support and Improvement (TSI) school by the state of Michigan for having at least one underperforming student subgroup. We are addressing this in our 2019-20 school improvement plan with the assistance of services provided by the Delta Schoolcraft Intermediate School District.

Nah Tah Wahsh PSA's current School Improvement Plan is available in the school's office and can be found on our website. We appreciate the continued support of parents, staff, and community as we continue to actively support student achievement and growth as we work toward a goal of increasing proficiency levels for all subjects.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

- Nah Tah Wahsh is a Public School Academy. Enrollment is open, with transportation provided within a 25-mile radius. All Nah Tah Wahsh teachers and paraprofessionals are Highly Qualified.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

- The School Improvement Plan is updated annually and posted on the school's website. It is also available in the school's office and with every teacher. The annual goals are set and based on data analysis of the previous year, with an action plan describing how the goals will be achieved and how the plan will be evaluated.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

- The **Learning Center** is operated by the Delta-Schoolcraft Intermediate School District and serves preschool through age 26 students with disabilities. The school age students attending the Learning Center have moderate to severe degrees of disability.
- The **DSISD Career Technical Education** courses are offered to students utilizing the cluster concept. Students enroll in a specific course or program of courses. Basic skills required for a specific occupational area may be taught by rotating students through a series of related courses and a variety of instructors at the DSISD. The overall goal of the program is to prepare students for post-secondary education and/or to go directly into the workforce.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL:

- The curriculum is continually being updated, with pacing guides showing what is taught at each grade level to meet the Michigan Curriculum State Standards for every content area. Alignment with Michigan State Standards has been ongoing and will continue and there are no variances from the adopted state curriculum. Current copies of the core curriculum are available in the school's office and with every teacher.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

- Nah Tah Wahsh PSA students in grades Kindergarten through 10th grade are assessed three times per year using the NWEA Measures of Academic Progress (MAP) assessment. The MAP results are available to staff and students immediately after testing is completed. Results are used to guide instruction and set academic goals.

- 2017-2018 Fall to Spring NWEA MAP scores for students in grades K-10 show that 81.6% of students made Math RIT score gains and 78.2% of students made Reading RIT scores gains. The results also showed that 39.7% of students met their projected Math growth target and 46.1% of students met their projected Reading growth target.
 - 2016-2017 Fall to Spring NWEA MAP scores for students in grades K-10 show that 84.3% of students made Math RIT score gains and 76.9% of students made Reading RIT scores gains. The results also showed that 41.7% of students met their projected Math growth target and 46.5% of students met their projected Reading growth target.
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:
- Parent-Teacher conferences were held in November of 2018 at the conclusion of the first grading period. Additional parent-teacher conferences were held throughout the school year on an individual basis, as needed or at the request of a parent/guardian, teacher or administrator. During the 2017-2018 school year, more than 40% of our parents discussed their child(ren)'s education with their teachers.
7. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT):
- Six students out of 48 total high school students (13%) participated in the dual enrollment offerings.
8. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB), THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB), THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT:
- Nah Tah Wahsh PSA does not offer College Equivalent Courses at this time.

The Nah Tah Wahsh PSA has committed to a rigorous continuous improvement plan to meet the unique needs of our students, most of whom live on a very rural Indian Reservation. With this in mind, we have built a strong social / emotional foundation with strong supports from the community. We are now working intensely on improving our curriculum with the support of our local ISD and the Blueprint for Rapid Acceleration staff, with a focus on math and early literacy. Leading this campaign is our newly formed Instructional Leadership Team. Structurally we are making considerable changes to our building with over two million dollars worth of renovations scheduled to be completed before the beginning of the 2019-20 school year. We are fortunate to have an outstanding faculty with a highly effective administrative team that is progressively managing staff talent, attitude and ability to construct a school specifically designed and tailored to provide a system that the community's youth find engaging and thrive both academically and socially. We are thankful for the progressive oversight from our school board and from Northern Michigan University's Charter School Office that has continued to be instrumental in our success. Looking forward, we believe we are on track to become recognized as a *School of Excellence* within the coming years.

Sincerely,



Rodney Lovell
Superintendent